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ABSTRACT

This guidebook provides information to help local communities plan and carry out National Community Education Day, a day that has been promoted since 1982. The guide is organized in six sections. The first section contains a message for local sponsors and an overview of early childhood and family education. The second section provides ideas for planning for the community education day, including tips for organizing a communitywide effort, interorganizational relations, and special events and activities. Section 3 details the promotion and public relations activities needed, and Section 4 provides a sample press kit. Promising programs presented in various communities are profiled in the fifth section. The final section lists resources, such as readings, videotapes, and contacts. (KC)

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STRENGTHENING FAMILIES

BECAUSE WE CARE ABOUT CHILDREN

NATIONAL COMMUNITY EDUCATION DAY

TUESDAY, NOVEMBER 14, 1989

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THE SPONSOR

The National Community Education Association (NCEA), located in Alexandria, Virginia, is a nonprofit membership association. NCEA promotes parent and community involvement in public education, community partnerships, and lifelong learning opportunities for all, regardless of age or educational background. NCEA members are primarily school administrators in local and state education agencies; 38 state community education associations are affiliated with the national organization. NCEA has sponsored National Community Education Day annually since 1982.

THE COSPONSORS

The Council of Chief State School Officers (CCSSO) represents the 56 chief education administrators who head the departments of elementary and secondary education in every state, the District of Columbia, U.S. territories, and the U.S. military school system. Located in Washington, D.C., the Council has a unique access to policy makers in education and government in each state, as well as the national influence that accompanies this position. CCSSO forms coalitions with other education organizations and provides leadership for a variety of policy concerns that affect elementary and secondary education. This is the second year that CCSSO has been a cosponsor of National Community Education Day.

The Council of Chief State School Officers made a commitment in 1987 to assure each student the full range of opportunities for successful graduation from high school. To fulfill that commitment, the Council called for the establishment of 11 state guarantees for at-risk children and youth, including provision of early childhood and parent education programs. The Council believes the single most important investment to be made in education is the provision of high-quality programs for the nation's youngest children, especially for those who are most at risk and for their families. This investment must be accompanied by strategies for strong standards of quality and the assurance of broad and deep collaboration among agencies at each governmental level and across levels.

The American Association of Community and Junior Colleges (AACJC) is the membership organization of most of the community, technical, and junior colleges in the U.S. To be considered for institutional membership, a college must be regionally accredited and must offer the associate degree. AACJC institutional members include public and private two-year colleges in this country and abroad. The colleges are represented by their presidents (or other designated persons), who select the officers and board of directors of the association. There are two other types of membership: Institutional Associate (business and education organizations) and Individual Associate. All members receive the publications of the association and are eligible to participate in its conventions, seminars, workshops, etc.

Most community colleges offer programs that address issues and needs related to early childhood and family education. These may include: associate degree programs in early childhood education; parenting, self-esteem, and time- and stress-management classes for parents; family nutrition classes; parent-child classes; work and family seminars; child abuse prevention programs; drug and alcohol abuse intervention and prevention programs; and on-site child care for employees and students.

The National Association of State Boards of Education (NASBE) represents state and territorial boards of education in 47 states, five territories, and the District of Columbia. Its objectives are to strengthen state leadership in education policy making; promote educational excellence and equality of access for all children; and assure responsible lay governance of public education.

NASBE's National Early Childhood Education Task Force, in its 1988 report *Right From the Start*, made two basic recommendations: (1) early childhood units should be established in elementary schools to provide a new pedagogy for working with children aged 4-8 and a focal point for enhanced services to preschool children and their parents; and (2) public schools should develop partnerships with other early childhood programs and community agencies to build and improve services for children and their parents.

TABLE OF CONTENTS

1. Introduction

A Message to Local Sponsors 4
Early Childhood and Family Education: An Overview 5
Quiz About Early Childhood and Family Education: True or False 7

2. Planning for the Day

Organizing a Communitywide Effort: Some Ideas for Getting Started 9
Interorganizational Relations in Family Support and Education 11
Special Events and Activities 12

3. Promotion and Public Relations Activities: A Primer

When To Begin 15
Media Lists 15
Timelines 16
Media Hints 17
Clip Art 18

4. A Sample Press Kit

Media Alert 19
Sample Press Release 19
Backgrounders 20
Sample PSA 21
Sample Proclamation 22

5. Promising Programs

What Other Communities Are Doing 23

6. Resources

Selected Readings and Videotapes 30
NAEYC Resources and State Contacts 34

The Role of Community Education

Community educators are not specialists in early childhood and family education. They *are* specialists in building effective partnerships between schools and communities. Their ability to open up both learning and teaching opportunities to people of all ages, economic levels, ethnic heritages, and educational backgrounds is a distinct asset in a school district or state committed to giving every child and family a chance for a better life.

Each community will approach early childhood and family education in its own way, taking into account community needs and available resources. But all community educators can mark National Community Education Day as a starting point for rallying the school and the community to address these needs together, establishing creative partnerships among schools, parents, businesses, public agencies, and private organizations committed to strengthening families and helping all children get a good start in life.

1 INTRODUCTION

A Message to Local Sponsors

The theme for National Community Education Day 1989, "Strengthening Families Because We Care About Children," draws attention to the youngest members of our communities, children from birth to age eight, and to their families.

This is the eighth time in as many years that the National Community Education Association has sponsored this special Day during American Education Week. Each year we suggest a theme and ideas to help you build local awareness of, and support for, community education. We also try to help you forge new community partnerships by securing the participation of national organizations with a strong commitment to collaboration at the community level. In 1989, each of our partners brings an important perspective and a unique set of resources to our joint efforts to increase community awareness of the value and potential impact of special programs in early childhood and family education.

Research is providing clear evidence that the most effective child development programs involve parents and families in significant ways. Educators and researchers alike now recognize the family as the child's first, and most influential, teacher.

Community educators are uniquely qualified to serve as advocates and facilitators of early childhood and family education programs, because community education:

- Is connected to the community, extends the concept of public education beyond the traditional K-12 program, and views everyone in the community as both teacher and learner.
- Understands how to attract and interact with diverse community members, especially adult learners.
- Operates outside traditional school scheduling constraints, which may be inconvenient for parents.
- Uses responsive, nontraditional educational techniques.
- Has faith in the goodwill and good judgment of the community.

The NCEA staff hopes that community educators across the country will see this special Day as an opportunity to initiate cooperative new activities with local agencies and organizations for the benefit of children and families, as well as to showcase their traditional community education programs.

Starla Jewell-Kelly, Executive Director
National Community Education Association

Early Childhood and Family Education:
An Overview

Clever advertising copywriters and parent educators agree: it's too bad babies don't come with instructions. Being a good parent is not instinctive; it is almost universally recognized as hard—and sometimes chancy—work. And it's not getting any easier.

Until recently, most public schools didn't encounter children until they were 5 or 6 years old. What had happened to them over the previous years appeared to be of no concern to public educators—although those same educators frequently complained about the difficulty of educating all of the children sent to them. Now, most public educators recognize the critical importance of those first years, and there is a growing public consensus that every child deserves, if not a head start, at least a fair start.

Obviously, public schools cannot dictate the educational process that starts at birth. What they can do is *help*, by working with parents and families as early as possible, providing them with education and support to improve their parenting skills and to build long-term interest and involvement in their children's education.

From a societal perspective, the challenge is formidable:

- More than half of all mothers with children under 6 and nearly 70 percent of mothers with children aged 6 to 17 work outside the home.
- About half of our children will live in single-parent homes before they reach the age of 18.
- Patterns of behavior that lead to school failure and dropping out begin to appear during infancy and the toddler years.
- One-fourth of our total student population drops out of school each year.
- All groups of children are poorer today than at the beginning of the decade; between now and the year 2000, all growth in child population will consist of poor children.
- The fastest growing segment of the homeless population in America is families with children.
- If current trends continue, by the year 2000 one out of five 20-year-old women will be a mother, and more than four out of five of them will not be married.

Early childhood and family education programs designed to improve parenting skills and

give children additional educational opportunities before the K-12 school years have been demonstrated to have beneficial results for both parents and children.

Research is showing that programs consisting of a mix of early childhood education, parent and family education, and parent-child activities hold great promise for positive impact by improving and enriching parenting skills, promoting positive parent-child interaction, increasing trust between parents and schools, and improving youngsters' readiness for school.

Still, the dollars available for early childhood and family education programs are limited. In 1986, $264 billion was spent on educating children age 6 and older; only $1 billion was spent for educating children 5 and younger. Head Start, one of the longest-running early childhood education programs, has had enough funds to serve only 20 percent of poor three- and four-year-olds. And only a few states have instituted policies and funding mechanisms that explicitly support early childhood and family education programs.

Recognition of the need for such programs is growing, however. No one who reads a newspaper or watches TV news has to be told that there are many different kinds of families today. Here and there, it is true, the Norman Rockwell family survives: Dad's at work, Mom's making cookies while baby watches, Dick is in the basement workshop with Gramp, and Jane is curled up in a rocking chair with Grandma and a book. But more and more families today are headed by a single parent, or by two working parents. Many children are growing up in extended families, raised by grandmothers or aunts, who may also be raising their own children. Some families are a blend of two previously separate families. Some mothers of young children are barely out of childhood themselves, and some recent immigrants are struggling with parenthood in an alien language and culture.

Many of these families need support in a number of areas, including literacy, adult basic education, health, transportation, child care, drug counseling, vocational training, and job placement. Even when these services are available, access to them may be difficult for the families that need them most. Clearly, the collaboration of a number of different agencies is required.

A recent study by the Harvard Family Research Project examined family support and education projects under the community education umbrella in 13 states and identified a number of characteristics of successful programs. These included staff with the time and expertise to develop strong personal relationships with other agencies in the community concerned with families; the ability to identify local funding sources for activities designed to meet the needs of families; services tailored to meet the needs of both parents and children; and parental activities that rely on a group process rather than on prepared curriculum materials.

The Harvard researchers pointed out that the need for positive interorganizational relationships increases in proportion to the amount of stress experienced by the families served.

Every community has a wealth of resources, both public and private, that can be tapped to help meet the needs of young children and their families. The first step is to secure a firm community commitment to try to meet those needs. The second is to begin building the cooperative relationships that will be required to make a difference.

About Early Childhood and Family Education: True or False?

The following true and false statements are intended to increase awareness about the issues surrounding the need for early childhood and family education programs. They can be used as an "ice-breaker" in a meeting situation, or in speeches or other prepared material used to promote National Community Education Day in your community.

True or False:

1. Potential dropouts generally cannot be identified until junior high school.

2. The most effective child development programs are based on heavy parent involvement.

3. The skills needed to become an effective parent are inherently known by most adults.

4. Preschool education can actually raise the I.Q. of most children.

5. Effective early childhood education programs can result in significant public cost savings in later years.

6. Only poor or otherwise disadvantaged children need early childhood and family education services.

7. There is an adequate supply of qualified and well-trained early childhood and family education providers.

8. There is a direct correlation between family income and preschool program enrollment.

9. Children in the U.S. are growing poorer while our nation is growing richer.

10. The fastest growing segment of the homeless population in America is families with children.

(Answers on page 8.)

Answers

1. **FALSE.** Most educators believe that potential dropouts can be clearly identified by third grade. The patterns of behavior that lead to school failure appear during infancy and the toddler years. Dropping out is the final act after many years of frustration and failure. (Source: *Children in Need*, p. 21)

2. **TRUE.** A number of studies have demonstrated that the most effective child development programs provide major roles for the parents and family. Social researchers like Urie Bronfenbrenner conclude that the most effective programs are those that directly involve the parent in the child's activity. The earlier such activities are begun and the longer they continue, the better. And learning programs that provide the greatest opportunity for parental involvement are often the most effective. (Source: *Community Education Journal*, Jan. 1988, p. 5)

3. **FALSE.** Most parents will agree that parenting skills are obtained through experience and follow the growth and development of the child. In a recent study, 83 percent of college-educated, middle-class parents said they experienced a severe crisis in adjusting to the impact of a child in their lives. (Source: *Community Education Journal*, Jan. 1988, p. 6)

4. **TRUE.** A study of 54 disadvantaged youth who participated in three well-implemented preschool programs revealed that they gained an intellectual "head start" in school because of their preschool experiences. The average I.Q. of study children rose a dramatic 27 points during the first year of program participation, from 78 to 105; half of this gain eventually disappeared, but at age 10 their average I.Q. was still 94. (Source: High/Scope Educational Research Foundation)

5. **TRUE.** It is estimated that for every dollar spent today to prevent educational failure, $4.75 will be saved later on remedial education, welfare, and crime costs. (Source: U.S. House of Representatives' Select Committee on Children, Youth, and Family, 1987)

6. **FALSE.** Although the children of the poor are least likely to complete their education, many other factors contribute to school failure: parents may be indifferent to education needs, or may be teenagers who are ill-equipped for parenting; children may have undiagnosed learning disabilities, emotional problems, or other handicaps; they may have language problems or come from non-English speaking homes; they may experience racial or ethnic prejudice; or they may have access only to schools of substandard quality. (Source: *Children in Need*, p. 8)

7. **FALSE.** Staff wages, training, and turnover rates in early childhood education programs are a major problem. About 70 percent of child care workers earn only poverty-level salaries, and staff turnover rates stand at 40 percent nationwide in child care centers. (Source: *Right From the Start*, p. 6)

8. **TRUE.** Families with annual incomes above $20,000 enroll their children in preschool at a rate of 52 percent, while the enrollment rate for families with annual incomes below $10,000 is only 29 percent. (Source: Council of Chief State School Officers)

9. **TRUE.** All groups of children are poorer today than they were at the beginning of the decade, especially white children, whose poverty rates increased by almost a third. If present trends persist, white children will face the same levels of poverty in the future that now afflict black and Hispanic children. (Source: Marian Wright Edelman, Children's Defense Fund)

10. **TRUE.** According to the National Academy of Sciences, an estimated 100,000 children are homeless each night. (Source: Marian Wright Edelman, Children's Defense Fund)

2 PLANNING FOR THE DAY

Organizing a Communitywide Effort: Some Ideas for Getting Started

STEP 1: *Form an advisory board.*

A good advisory board can provide expertise, leadership, and community representation. It should include representatives of parents, schools, and organizations and agencies involved in early childhood and family education.

STEP 2: *Assess your community's needs.*

An assessment of the need for early childhood and parent education programs in your community is a key element in the planning process. This assessment will help you determine community attitudes toward the issue, the extent and effectiveness of existing services, and specific unmet needs. You probably won't have to start from scratch in gathering information. Surveys may have already been done by your school district or other community agency. You may wish to supplement this preliminary information through a community survey, public discussions, a focus group of selected individuals, or meetings with existing community groups (PTAs, your advisory council, civic organizations, etc.). Your purpose is fourfold: to identify the children and families who could benefit from early childhood and family education programs; to assess the adequacy of existing programs; to determine what more needs to be done; and to establish priorities for new programs.

STEP 3: *Create a vision and identify resources.*

Once the committee has assessed the local situation and identified unmet needs and opportunities, the question is what can be accomplished with available resources. See "Promising Programs" in this packet for ideas to get your group thinking of the possibilities.

STEP 4: *Explore the possibilities.*

Explore all options realistically. Program strategies can be evaluated on the basis of their ability to involve key elements of the community in effective ways. Throughout this brainstorming process, keep innovation and practicality in balance.

STEP 5: *Select an approach.*

By evaluating the feasibility of each approach, the committee can establish priorities and identify activities that both meet the objectives and can be implemented with available time and resources.

STEP 6: *Form a program committee and define its tasks.*

Finding financial support, securing space, publicizing the program, developing a budget, establishing a timetable and other details of program implementation will be the responsibility of this committee. Members of the program committee should be doers, not philosophers!

STEP 7: *Do it!*

The program committee is responsible for developing a plan, budget, and timeline; the advisory group must review these elements to be sure they are in line with the overall program objectives. This will require teamwork on the part of staff, volunteers, and funders. Once a project has been established, it must be promoted and monitored.

STEP 8: *Evaluate.*

Evaluation is an essential component of any new program. Is the program accomplishing its objectives and providing the services that are most beneficial to the target population and the community? Be sure to have an appropriate evaluation process in place from the beginning.

Principles of the Council of Chief State School Officers

- All children, regardless of race, ethnic background, home language, religion, family income, disability, or gender must have equal access to high-quality early childhood programs and services.
- All families must have access to assistance that will help them a) care for and educate their children; and b) develop the skills, knowledge, and attitudes essential for family functioning.
- Early childhood programs must assist each child to develop a full range of fundamental social, emotional, physical, and cognitive abilities.
- The developmental programs of the early childhood years must be extended into and integrated with education at the elementary school level.
- Resources and programs for young children and families must be coordinated to assure availability, effectiveness, and comprehensiveness.

Interorganizational Relations In Family Support And Education

Figure 1: TYPES OF LINKAGE

Outreach

This is the simplest form of interaction between the family support and education program and other professionals in the school district or agencies in the community. The focus is on sharing information about services, sharing concerns about the need for particular types of services, or the referral of clients to and from the FS&E program. There may be very little joint decision making or joint delivery of services. This means there are few demands on program funds for cooperative activities.

Cooperation

This linkage takes the form of agreements between the FS&E program and other professionals in the school district or agencies in the community to improve the quality of the program or to increase efficiency by sharing resources (e.g., facilities, equipment, staff) or responsibility for particular services (e.g., counseling, child care, transportation). Because the commitment of organizational resources is modest, the relationship is typically less formal and consequently more difficult to maintain. It is generally dependent on the informal agreements between the initiators and, as a result, it is vulnerable to turnover in organizational personnel. Cooperative linkages differ from collaborative ventures since a unique organizational entity is not created.

Collaboration

Collaboration usually leads to the creation of a distinct program with an identity which is separate from the participating organizations. It typically requires the ongoing commitment of staff and/or financial resources by each participating organization or department. Participating organizational units may agree to divide program activities among themselves or a third party may organize activities and responsibilities of each unit. This type of linkage is perhaps the most difficult and time-consuming to develop and maintain because it involves joint goals, decisions, and action.

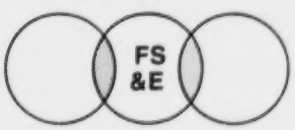
Figure 2: LINKAGE DEFINITIONS

With the Public Schools

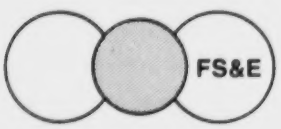
Early Childhood
Special Education
Services for Teen Parents
ESL for Adults
Adult Basic Education
GED Preparation
Vocational Training
K-12 Teachers/ Administrators

Outreach

Cooperation



Collaboration



With the Community

Social Services
Public Health
Head Start
Hospitals
Community-based Organizations
Churches
Day Care Providers
Libraries

Prepared by: Pat Seppanen, Harvard Family Research Project, Cambridge, Massachusetts

Special Events and Activities

Special events and activities designed to advertise National Community Education Day and your early childhood and family education programs are important ways to build public awareness and support. The Day can also be used to launch initiatives with potential for long-term impact.

A list of ideas for both one-day and long-term projects follows. These offer a starting point as you begin your planning process. Local committees should be creative and sensitive to special needs and opportunities within their individual communities.

One-Day Events

- Organize an interagency or intergovernmental forum to attract the attention and support of the public and policy makers and to establish clear goals for early childhood and family education programs in your state or community.
- Invite a keynote speaker with expertise in early childhood and family education to address a Community Education Day luncheon.
- Hold a seminar (day-long or half-day) on early childhood and family education issues and needs in your community.
- Request Community Education Day proclamations from the governor, and county, city, and school officials.
- Work with local providers of early childhood and family education programs to hold open houses.
- Hold a brown bag luncheon focused on early childhood and family education at a convenient location for working parents.
- Work with local libraries to put up a special display featuring books and other resources on early childhood and family education.
- Host a special breakfast for the business community about the potential economic benefits of early childhood and family education programs. Invite the local Rotary or Kiwanis Club or the Chamber of Commerce to cosponsor.
- Recognize an outstanding individual or program that contributes significantly to early childhood and family education in your community.
- Co-host a career night at a local community college on educational opportunities and employment potential in the child development field.
- Work with local churches to hold a workshop or discussion group on the importance of positive parental involvement in children's lives.

- Hold a raffle or drawing that would permit the winner to attend an early childhood and family education program at no charge.
- Identify and publicly recognize outstanding parents who have made significant contributions to their children's lives in spite of adverse circumstances.
- Set up displays at local shopping malls to promote National Community Education Day and early childhood and family education programs.
- Print and distribute posters and flyers on the theme.
- Develop flyers about your program and have grocery stores put them in shoppers' bags.
- Make and distribute buttons with the Community Education Day logo.
- Organize an open house at your school.
- Ask area employers (particularly your own school district) to place announcements of Community Education Day events in pay envelopes.
- Ask area retailers to include the Community Education Day logo in their newspaper advertising.
- Organize a one-evening forum on the challenges of being a single parent. Provide babysitting services.
- Ask your public librarian to do a demonstration story hour for young children and their families.
- Use the "Media Relations" section of this planning packet to publicize your special events.

Long-Term Projects

- Using the findings from a community needs assessment, establish a consortium of providers and parents to develop a comprehensive program to meet community needs.
- Start a statewide effort to make state legislators aware of the importance of early childhood and family education programs and the need for state support.
- Establish a local clearinghouse to provide up-to-date information on available programs and resources for families.
- Develop and publish a newsletter to share information among providers and users.

- Develop a referral service among early childhood and family education providers.
- Organize a speakers' bureau on early childhood and family education.
- Develop mailing lists of parents with preschool children and send them periodic information on issues and programs.
- If the local school district or community college publishes a newsletter, try to obtain space for an ongoing column on early childhood and family education.
- Work with a local printer to design, print, and distribute placemats to local restaurants about the importance of early childhood and family education programs and what is available locally. Be sure the printer gets credit for the special message.
- Provide literature and pamphlets on early childhood and family education to local hospitals to give to new mothers before they leave the maternity ward.
- Organize job-site brown bag lunches for parents on parenting issues and concerns.
- Organize an annual communitywide Children's Fair or Family Fair that highlights all the community resources available to young children and their families.
- Talk to your local newspaper about starting a regular Kids and Parents column featuring tips and ideas, including helpful community resources. Promise to keep supplying a steady stream of information to the staff writer from a variety of agencies—and do it!

"PEOPLE, POWER, AND PARTNERS FOR CHANGE"

24th Annual Conference of the

NATIONAL COMMUNITY EDUCATION ASSOCIATION

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Westin Hotel, Seattle, Washington

Wednesday, November 29: The New Demographics

Thursday, November 30: The Empowerment of Teachers, Parents, Students, and Citizens

Friday, December 1: Collaboration for Change

Seattle, The Emerald City.

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3 PROMOTION AND PUBLIC RELATIONS ACTIVITIES: A PRIMER

A thoughtful and complete media relations campaign is an important component of a successful Community Education Day celebration. Getting press coverage of special events and activities associated with National Community Education Day requires planning, tenacity, and the allocation of resources to the effort.

The following portion of this planning packet will help you gain media attention and coverage of special events associated with National Community Education Day. It includes information on planning, dealing with the press, and assembling a sample press kit that can be adapted for your community.

When To Begin

Identification of a media relations coordinator should take place early in the planning process. That person can then work closely with the committee planning the Community Education Day observance. In addition, an "official" spokesperson should be identified. The ideal individual for this assignment is articulate, experienced in dealing with the press, and comfortable in taking on the role of spokesperson.

Media Lists

One of the earliest tasks is development of a list of media and reporters assigned to the education "beat" in your geographic area. It may be possible to obtain a current media list from the local school district or community college. If an existing list is not available, you must develop one from scratch. Be sure to include the following types of media:

Print	Electronic
Daily newspapers	Commercial television stations (network-affiliated and independent)
Weekly newspapers	Public television stations
Shoppers	College-operated television stations
City and regional magazines or business journals	Commercial radio stations
Newsletters and miscellaneous publications of local school districts, cities, villages, neighborhoods, and cosponsors	Public radio stations
	College- or high school-operated radio stations
	Public-access cable television

Once you have identified the media operating in your community, you will need to obtain the names and phone numbers of individuals in key positions. (Some media properties, especially the smaller ones, may not have all of these positions.)

Newspapers:

- News editors (generally responsible for decisions on what kind of stories receive coverage)
- Reporters assigned to education beats
- Editorial page editors
- Feature editors (responsible for assigning coverage of human-interest, or "soft," news that can be printed at any time)
- Community calendar editors

Electronic Media:

- Assignment editors (responsible for assigning reporters and camera crews to cover story)
- Reporters assigned to education beats
- Producers (responsible for lining up guests on talk shows)
- Public affairs directors (responsible for station editorials and public affairs programs)
- Public service directors (responsible for producing, securing, and scheduling public service announcements, and community calendar content)

Timelines

It is important to remember that each news medium operates in its own special time frame. Generally speaking, magazines and periodic print media have the longest lead time from preparation of coverage to its appearance, while the electronic media has the shortest. For instance, a regional magazine might have a story deadline of four weeks before publication while a television talk show host may tape the program five days in advance. Daily newspapers have the shortest time-frame of the print media, while radio stations can do an interview 15 minutes before a newscast.

At the time you are building your contact list, it is a good idea to discuss specific interests and deadlines. The following is a suggested general timeline that can be modified to meet the special needs of the media in your community.

Second Week in October: Prepare and send out a media advisory briefly describing National Community Education Day, highlighting key activities, and providing contact names and phone numbers. Begin contacts with editorial page editors, feature editors, radio and television public service directors, talk show producers, and public affairs directors about ideas for stories, talk show guests, and schedules.

Third Week in October: Distribute press kit. Begin follow-up. Finalize television and radio interest in participation on talk shows and use of public service announcements.

Fourth Week in October: Continue media contacts.

First Week in November: Finalize arrangements for feature stories, interviews, and news stories. Make sure radio and television PSAs are still scheduled to be used the following week. If scheduling a press conference, send out media alert/invitations.

The Day Before Event: Do final reminder calls about coverage for the following day. Be sure to let press know about any last-minute changes in speakers, participants, or events.

The Day of the Event: Be available to work with press at each event being covered. Have releases on each event available to give to the media.

Media Hints

• Some aspects of the Community Education Day story will be considered "soft" or feature news by many reporters and editors. There is always the chance your story will get preempted by breaking "hard" news, such as an accident or disaster. Be cool if this happens.

• If you decide to plan a press conference as part of your media activities, have a clear focus with a strong news peg, or important announcement. Hold it at a time that is convenient for media, and keep it short (no more than 30 minutes for the announcement and questions and answers).

• Don't play media favorites. Give all the press an equal break in covering your story and making spokespersons available for interviews.

• Confirm interviews and talk show arrangements in advance. Make sure the media relations coordinator is on hand for all interviews and media coverage of special events. The coordinator can make sure the press have the necessary background information, and make the necessary introductions.

Television

• Television is a visual medium. Before discussing a story idea with an assignment editor, identify activities with visual impact and appeal that can be filmed as part of the story. Be creative and flexible.

• Keep the focus of the story narrow and to the point. Stories will be very short, probably less than two minutes.

• Identify a spokesperson and help that person prepare for television news interviews. Think in terms of "sound bites," short comments that make important points quickly and concisely.

• Provide the spokesperson an opportunity to practice by role-playing before the actual interview.

• Keep public service announcements (PSAs) short. Stations are increasingly using 10- and 15-second spots.

• Find out what production services stations provide to develop visuals for PSAs. Provide a good quality horizontal color slide of your logo or other visuals that can be used as background along with your script.

Radio

• Know your local radio stations in terms of their programming and audience. Target your potential guests to those interview shows that have an interest in your topic.

• Be flexible in scheduling. It is not unusual for talk shows to get last-minute cancellations. Even if you are initially turned down in your attempts to arrange an interview for National Community Education Day, be sure to let the producer know the guest is available in case of a cancellation.

• It is not unusual for a radio reporter to call a source for additional comments to be taped over the telephone and added to the story. Have something prepared!

> ***"We know the only way you're ever going to improve the system is to have the whole community involved. That means the family, the school system, the principals, the business community, elected officials . . . everybody. The schools can't do it by themselves."***
>
> — Jerry V. Jarrett, Chairman, AmeriTrust Corporation

STRENGTHENING FAMILIES

BECAUSE WE CARE ABOUT CHILDREN

NATIONAL COMMUNITY EDUCATION DAY

TUESDAY, NOVEMBER 14, 1989

(Add the name of your school district/community/ state between the rules, if you wish.)

CLIP ART

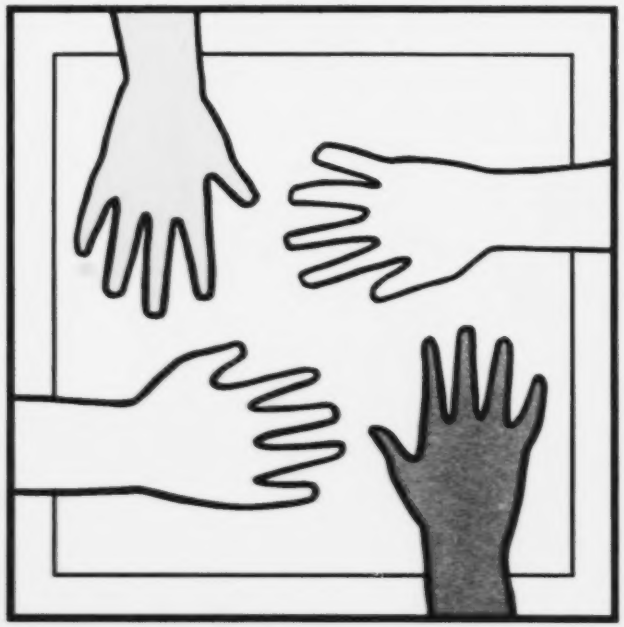
"Slick" copies of this page (printed on glossy paper) are available upon request from the National Community Education Association, 119 North Payne Street, Alexandria, VA 22314; (703) 683-6232.

STRENGTHENING FAMILIES

BECAUSE WE CARE ABOUT CHILDREN

NATIONAL COMMUNITY EDUCATION DAY

TUESDAY, NOVEMBER 14, 1989



A • FAIR • START

FOR EVERY CHILD

A COMMUNITY COMMITMENT

4 A SAMPLE PRESS KIT

Media Alert

TO: Members of the press

FROM: [Name and title of media coordinator]

SUBJECT: [Name of community or school district] To Observe National Community Education Day, November 14, 1989

Please note on your calendar that [name] will observe the eighth annual National Community Education Day on Tuesday, November 14, 1989, as part of American Education Week, November 12-18.

The theme for 1989 is "Strengthening Families Because We Care About Children," highlighting the importance of early childhood and family education programs. Key activities now scheduled include [provide list of highlights with dates and brief descriptions].

A detailed schedule and descriptions of events and activities will be mailed to you no later than [day], [date].

For more information, feel free to contact me at (000) 000-0000.

Sample Press Release

(For additional information, contact [name & phone number].)

FOR IMMEDIATE RELEASE

LOCAL COMMUNITY EDUCATION DAY CELEBRATION FOCUSES ON EARLY CHILDHOOD AND FAMILY EDUCATION

[NAME OF CITY, STATE]--Early childhood and family education is the focus of the eighth annual National Community Education Day, which will be celebrated in [name of city] on Tuesday, November 14, 1989.

"Strengthening Families Because We Care About Children" is the theme of a series of events designed to raise public awareness of the opportunities available in [name of city or school district] to strengthen families and provide learning opportunities for children from infancy to age eight.

National Community Education Day is being observed nationally as part of American Education Week (November 12 - 18). The day is a cooperative project of the National Community Education Association, the Council of Chief State School Officers, the American Association of Community and Junior Colleges, and the National Association of State Boards of Education, with special assistance from the National Association for the Education of Young Children.

Community Education Day in [name of city or state] has been officially proclaimed by [name of city or state official or body].

The following events and activities have been scheduled and are open to the public: [give schedule of activities, including brief description, time, and location].

(NOTE: both the media alert and press release should be typed double-spaced.)

Backgrounders

(Include in press kit.)

Community Education

Community education gives public schools and community colleges a structured way to reach out to the larger community—sharing resources and ideas, as well as responsibility, for the education of all of the community's children and adults. Through constructive partnerships with parents and other interested community residents, and with both public and private agencies and organizations, community education opens up new worlds for educators and students alike, and helps children—and their parents—see the connection between learning and living.

Community educators believe that knowledge is wealth that must be shared if communities are to grow and become better places in which to live. The aim of community education is to offer everyone in the community a chance for a better life through lifelong educational opportunity.

Community education has been a part of [name of local school district or community] since 19__[add year]. The local community education director (or other title) is [name of individual].

———— ♦ ————

Sponsoring Organizations

Use the descriptive information on the sponsor and cosponsors found at the front of this kit. Be sure to develop and add information about local sponsors.

> ***"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."***
>
> — Margaret Mead

Sample 30-Second PSA

Dates for release: [give span of dates]

For additional information, contact:

[Name of individual]
[Organization]
[Address & Phone Number]

"STRENGTHENING FAMILIES BECAUSE WE CARE ABOUT CHILDREN" IS THE THEME OF THE EIGHTH ANNUAL NATIONAL COMMUNITY EDUCATION DAY BEING CELEBRATED IN [NAME OF COMMUNITY] ON TUESDAY, NOVEMBER 14. THIS OBSERVANCE, PART OF AMERICAN EDUCATION WEEK, IS FOCUSING ON THE IMPORTANCE OF PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION AS A WAY TO STRENGTHEN FAMILIES, HELP CHILDREN, AND IMPROVE OUR COMMUNITY. SEVERAL SPECIAL EVENTS, INCLUDING [GIVE A FEW HIGHLIGHTS] WILL BE HELD THAT DAY AND ARE OPEN TO THE PUBLIC. FOR DETAILS, CALL [NAME] AT [PHONE NUMBER].

Sample Proclamation

Since the first National Community Education Day was observed during American Education Week in 1982, the President of the U.S., the Congress, governors of 38 states, mayors of many cities, and the members of many school boards have issued proclamations in recognition of Community Education Day. The purpose of a Community Education Day proclamation is to increase public awareness of the Community Education Day theme, and to promote public support for the community's efforts to address a specific community need. Following is a sample proclamation, adaptable for state or local use.

"STRENGTHENING FAMILIES
BECAUSE WE CARE ABOUT CHILDREN"

A RESOLUTION TO DESIGNATE TUESDAY, NOVEMBER 14, 1989, AS COMMUNITY EDUCATION DAY IN [CITY, STATE, SCHOOL DISTRICT]

WHEREAS the goal of community education is to assure everyone in the community an opportunity for a better life through education; and

WHEREAS the citizens of [city, state, school district] are committed to working for equal educational opportunity for all; and

WHEREAS parents are a child's first and most influential teachers; and

WHEREAS the purpose of National Community Education Day in 1989 is to increase public awareness of the importance of the first five years of life, and to promote and support family education and parent involvement programs for the parents of young children; NOW, THEREFORE, BE IT RESOLVED THAT

I/We [name], [Governor, Mayor, Chairman, etc.] of [state, city, school district] do hereby proclaim Tuesday, November 14, 1989, as Community Education Day in [state, city, school district]. I/We call upon our citizens to observe National Community Education Day by recognizing and supporting the efforts of our schools and our public and private agencies to strengthen families, so that all of our children will have a chance for a better and more productive life.

5 PROMISING PROGRAMS

What Other Communities Are Doing

Good program ideas are turning up in communities around the country. The following examples are presented as ideas to get you and your planning team thinking about what is feasible in your community. A contact person for each program is listed.

Action-Boxborough Regional High School, in Acton, Massachusetts, is the site of a community education preschool program. Two programs offer structured activities three days a week for four-year-olds, or two days a week for three- and four-year-olds. One of the preschool's unusual features is that high school students participate as teacher aides for high school credit. An adult aide also works with the program teacher, assuring a low teacher-student ratio. The monthly fee for the three-day program is $75, and for the two-day program, $50. Contact: Sandy Wieher, Action-Boxborough Community Education, 16 Charter Road, Acton, MA 01720; (508) 264-4700, ext. 5021.

Alabama State Department of Education's Community Education Section provides technical assistance, training, and resource materials to local school districts for initiating or improving school-age child care programs. The department operates a toll-free information and referral telephone number, operates a comprehensive resource library on school-age child care programs, and publishes a newspaper on the state's programs. In 1987-88, 42 school systems served more than 9,000 children in these programs. Contact: Dr. Bobbie L. Walden, Coordinator, Community Education Section, Alabama Department of Education, State Office Building, Room 859, Montgomery, AL 36130; (205) 261-2975.

Amanda's Place in Broward County, Florida, provides parenting and child development information and nonjudgmental support. Parents are contacted about these services while still in the maternity hospital; services are available to all county residents. Targeted programs are provided to teen parents, fathers, and court referrals. Creole-speaking instructors are available for Haitian participants. This program is an outgrowth of the "Amanda the Panda" brochure series developed in 1980 by parent educator Glen Redichs of Valencia Community College. Contact: Linda Lopez, 701 S. Andrews Avenue, Fort Lauderdale, FL 33316; (305) 760-7400.

Caring for Kids, a program offered by Education on Wheels of the St. Louis, Missouri, Community College, provides programs and services for day care providers in a mobile classroom that can be driven almost anywhere to accommodate an interested group. The program also publishes a monthly newsletter, "Caring for Kids," for day care providers. Contact: Jeanne Edwards, Director, Education on Wheels, Institute for Continuing Education, St. Louis County Community College, P.O. Box 1500, Mo 63022-1500; (314) 394-8600.

Child Mental Health Services of St. Louis County, Missouri, is dedicated to promoting the mental health of children, adolescents, and families. Services, including screening, assessment, individual and group counseling, support groups, telephone services, consultations, crisis intervention, speakers, and conferences, are offered to children, their parents, and to schools, agencies, and organizations who request them. Fees are based on ability to pay. Contact: St. Louis County Child Mental Health Services, 121 South Meramac Avenue, Clayton, MO 63105; (314) 854-6760.

Cobb County, Georgia, Adult and Community Education offers after-school programs for children enrolled in kindergarten through fifth grade. The program, supported by user fees, operates from 2:30 until 6:00 p.m. An excellent handbook describing the program's policies and procedures is available in limited quantities for $5.00 per copy. Contact: Nick Pedro, Director of Adult and Community Education, Cobb County Public Schools, 514 Glover Street, Marietta, GA 30060; (404) 426-3304 or 424-7926.

Comprehensive Pupil Services Educational Center School for Parenting Teens of the Memphis City Schools serves pregnant and parenting teens in grades 7 to 12. Enrollment is open to all pregnant students in the school district. The center provides a coordinated academic and vocational curriculum for the students, primary and preventive health care, mental health counseling, infant care, counseling for parenting or adoption, family life counseling, and an outreach program for grandmothers and teen fathers. The center works to prevent repeat pregnancies, enhance parenting skills, provide quality care for infants, and assure the delivery of health services to students and infants. Contact: Joyce North, CPSEC, Memphis City Schools, 1266 Poplar, Memphis, TN 38104, (901) 722-3468.

Coshocton County, Ohio, School District provides interagency coordination of early childhood education services in a rural setting. Through its community education program, the district publishes a directory of early childhood services and is working with several agencies to develop additional services. Contact: Robert L. Lower, Coshocton County Schools, 23640 CR 202, Coshocton, OH 43812; (614) 622-2924.

Creative Learning After School and in the Summer (CLAS/S) is a community education-sponsored extended-day enrichment program in Charlottesville, Virginia. It serves approximately 400 children during the school year and 350 children during the summer. CLAS/S's low tuition rates enable many youngsters who might otherwise be latchkey children to participate. The program is administered through the Charlottesville school district and is advised by a parent council. Contact: Miriam Klotzer, Community Education, Charlottesville High School, 1400 Melbourne Road, Charlottesville, VA 22901; (804) 979-6347.

Duvall County, Florida, Schools' Community Education Program offers an extended-day program for children of working parents. The program operates before and after school and includes a six-week summer camp. All program sites are sustained by user fees. Contact: Cynthia Gilmore, Assistant Principal, Windy Hill Elementary School #94, 3831 Forest Boulevard, Jacksonville, FL 32216; (904) 641-1686.

Early Childhood Family Education (ECFE) programs in Minnesota are designed to strengthen families by enhancing and supporting parents' abilities to help young children learn and develop. Available to all children under the age of five and their parents and held at a variety of sites, including elementary schools, community centers, and low-income housing projects, the programs include parental group discussions and supervised learning activities involving children with their parents. Contact: Senator Jerome M. Hughes, President of the Senate, Room 328 State Capitol, St. Paul, MN 55155; (612) 296-4183.

Family Literacy Project was established to break the cycle in which the children of poorly educated parents drop out of school. The project provides parents and their children with preschool readiness programs and gives parents instruction in child-rearing. Modeled after Kentucky's Parent and Child Education program, which operates in rural settings, Family Literacy Project is focused primarily on urban families. Contact: Sharon Darling, Kenan Trust Literacy Project, 1063 Starks Building, Louisville, KY 40202; (502) 584-1133.

Family Support Centers of the Maryland Department of Human Resources are community-based drop-in centers that provide support to adolescent parents and their families in seven sites. The centers' services include enhancement of parenting skills; health care and family planning; diagnostic and assessment services for both parents and children; temporary child care; peer support activities; educational opportunities, including the GED; and job preparation and skill development. Contact: Rosalie Streett, Executive Director, Friends of the Family, Inc., 2300 North Charles Street, 5th Floor, Baltimore, MD 21218; (301) 467-2556.

Greenville's Child is a community-based coordinating agency for child care issues in Greater Greenville, South Carolina. The agency's activities include child care resource and referral, identification of issues, task force development, communications, board development, and fund-raising. Contact: Jean James, Greenville's Child, Inc., P.O. Box 8821, Greenville, SC 29604; (803) 242-8320.

Herricks Community Center in Hyde Park, New York, offers fee-based Parent Effectiveness Training and Active Parenting classes as part of its community education program. Participants include parents of infants, preschoolers, and school-age children, and parents for whom English is a second language. Contact: Barbara Keller, Herricks Road, New Hyde Park, NY 11040; (516) 741-7800, ext. 207.

Home Instructional Program for Preschool Youngsters (HIPPY), an internationally replicated model, is designed to help parents from educationally disadvantaged backgrounds provide their four- and five-year-old children with school-readiness skills. The HIPPY model centers around the training of parapro-fessionals, themselves mothers of young children from the communities served by the program, to work with families in the context of their own homes and in small, supportive group settings. Contact: Miriam Westheimer, NCJW Center for the Child, 53 West 23rd Street, New York, NY 10010; (212) 645-4048.

Jefferson County, Alabama, Department of Community Education administers three programs for young children. A full-day prekindergarten program for four-year-olds and a school-age child care program are supported by user fees. A pilot program for four-year-old hearing-impaired children, operated in collaboration with the Talladega School for the Deaf and Blind, is supported by state funding. Contact: Peggy Nowak, Zone Coordinator, Shades Valley Community Education Zone, Gresham Junior High School, 2650 Gresham Drive, Birmingham, AL 35243; (205) 967-9711.

Kid Connection is the school-age child care program in Independent School District 709, Duluth, Minnesota. Serving children 5-12, the program operates year-round. During the school year, the program is in operation from 6:45 a.m. until 6:00 p.m. Fees are based on a contract/use system, rather than a per-hour charge. The program's handbook is available upon request for $1.00. Contact: Rose Mary M. Perrault, Director, Adult and Community Education, Independent School District 709, Lake Avenue and Second Street, Duluth, MN 55802; (218) 723-4113.

Minnesota Early Learning Design (MELD) provides information and support to parents. Based on the idea of parents helping parents, its goal is to help men and women be the kind of parents they want to be, and make the choices that are right for themselves and their families. MELD offers services to new parents, teenage mothers, Hispanic families, hearing-impaired parents, and parents of handicapped and chronically ill children. Contact: Joyce Hoelting, MELD, 123 N. 3rd Street, Minneapolis, MN 55401; (612) 332-7563.

New Futures School in Albuquerque, New Mexico, boasts a 92 percent graduation rate for pregnant adolescents and teenage mothers. Combining a high school academic program with on-site child care, New Futures helps teenagers cope with all aspects of parenting, from prenatal health care to job counseling to day care. The specialized attention offered by this separate school program has been shown to reduce repeat pregnancies and the number of low-birthweight babies. Contact: Carolyn Gaston, New Futures School, 5400 Cutler NE, Albuquerque, NM 87110; (505) 883-5680.

Parent and Child Education (PACE), a program of the Kentucky Department of Education and the Kentucky General Assembly, works with under-educated parents and their preschool children. Participating PACE school districts provide general education and parent education classes for adults, and preschool classes for their children. The program aims to improve parents' basic educational skills, their attitudes toward education, and their child-care skills; and to strengthen children's learning skills and readiness for kindergarten and first grade. Contact: Jeanne Heberle, PACE Coordinator, Kentucky Department of Education, 19th Floor, Capital Plaza Tower, Frankfort, KY 40601; (502) 564-2117.

Parent and Family Life Education in La Mesa, California, offers parent education classes in a variety of settings, including schools, adult schools, churches, a parks department building, and a jail. Special classes are offered for adopting parents, parents of gifted children, and parents of children in special education. The program is funded in part by state Adult and Community Education funds. Contact: Colette Fleming, Grossmont Adult Education, P.O. Box 1043, La Mesa, CA 92044-0316; (619) 579-4770.

Parent/Child Workshop is a collaborative program between community education and the Department of Social Services in Muskegon, Michigan. The program aims to change dysfunctional patterns of parenting and reduce the risk of child abuse and neglect by building parents' knowledge and awareness of their own and their children's needs. It offers both center-based and home-based learning activities for parents and their young children. Contact: Nancy Miller, 2310 Marquette Avenue, Muskegon, MI 49442-1498; (616) 773-3231.

Parent Education Support Centers of the Connecticut Department of Children and Youth Services provide parent education services to parents of children aged 0-17, with priority given to underserved groups in the community. The center concept stresses the importance of bonding between children and their primary environments—family, school, peers, and community. Contact: Robert Keating, Division of Family Support and Community Living, 170 Sigourney Street, Hartford, CT 06105; (203) 566-5522.

Parent Growth Program serves both a depressed urban area within Des Moines, Iowa, and outlying rural communities. Parent Growth Program offers three ten-week classes a year for parents of children from birth to age five, plus child care, transportation, health and dental screening for children, outside speakers, and home visits as needed. The program is administered by the Community Education Department of the Des Moines Public Schools. Contact: Liz Teufel, 81501 Sixteenth, Des Moines, IA 50314-1901; (515) 246-8268.

Parent Involvement Program in Guntersville, Alabama, holds biweekly parent meetings and weekly home visits with parents of children who participate in Head Start. Administered by Guntersville City Schools Community Education, the program coordinates with Head Start and public school kindergarten teachers to help parents learn how to help their children learn to feel comfortable in the school and with teachers and to better understand the importance of education. Contact: Jeannie Wallace, Community Education Coordinator, Parent Involvement Program, P.O. Box 129, Guntersville, AL 35976; (205) 582-0262.

Parent Participation Preschool seeks to involve parents in their children's education and to provide early childhood education for children. The fee-based preschool meets five days a week, 30 weeks a year. Parents participate in the preschool a minimum of 18 hours per quarter. The program is offered through a collaborative effort of the Ridgefield, Washington, Community Education Department and nearby Clark College. Contact: Ann Heikkinen, Parent Education Coordinator, Clark College, Parent Education Department, 1500 E. McLoughlin Boulevard, Vancouver, WA 98663; (206) 699-0197 or 699-0179.

Parenting Center of Memphis is a community-based agency that provides a variety of educational services to parents of young children. The center offers classes at school and community sites in infant stimulation, child development, parenting education for adolescent and other parents; a parent support network; a newsletter for parents; parent-child play groups; job-site brown bag lunch programs; and an annual "All About Kids Show," a family and children's resources fair. Contact: Susan James, Parenting Center of Memphis, 499 Patterson Street, Memphis, TN 38111; (901) 452-3830.

Parents and Learning (PAL) a cooperative project of the Community Education and Special Education Divisions of the Barbour County, Alabama, schools, teaches the parents of preschoolers how to work with their young children at home to help them get ready for school. Working primarily with at-risk three- and four-year-olds, the program is funded by P.L. 99-457 and by voluntary contributions from community businesses and individuals. PAL has significantly reduced the number of children assigned to special education in the lower grades in this mostly poor, rural area of Alabama. Contact: Bobbie L. Walden, State Coordinator, Community Education Program, Alabama Department of Education, State Office Building, Room 859, Montgomery, AL 36130; (205) 261-2975.

Parents As Teachers, Missouri's early childhood and parent education program, uses specially trained teachers to visit expectant parents and continue the visits for three years, showing parents how to stimulate learning, discipline without punishing, and detect physical problems that might impede learning. The teachers meet with parents once a month in the home and also in small groups in local schools. Follow-up research shows that children in the program are significantly more advanced in language development and intelligence when they reach school age than non-program children. Contact: Mildred Winter, Parents As Teachers National Center, 80001 Natural Bridge Road, Marillac Hall 359, University of Missouri-St. Louis, St. Louis, MO 63121-4499; (314) 553-5738.

Project Spirit is an unusual model of church-community collaboration in the black community. It provides a parent training program, after-school tutoring, a Saturday school program, and a coping skills training program. Contact: Vanella A. Crawford, Congress of National Black Churches, 600 New Hampshire Avenue NW, #650, Washington, DC 20037; (202) 333-3060.

Rockwood, Missouri, School District's Community Education Department coordinates preschool, school-age child care, and Parents As Teachers programs to provide comprehensive early childhood education services to the community. Contact: Vince Vento, Rockwood School District, 111 East North Street, Eureka, MO 63025; (314) 587-2531.

Saturday School, administered by the Ferguson-Florissant, Missouri, School District, provides learning opportunities for four-year-olds and high-risk three-year-olds by using school facilities on Saturdays. Participating children are tested individually in language and motor skills, perception, general knowledge, hearing, and vision. Contact: Marion Wilson, Ferguson-Florissant School District, 1005 Waterford Drive, Florissant, MO 63033; (314) 831-4411.

STAR Parenting Program is administered by community education in a suburban New Jersey school district spread out over 42 square miles. STAR (Systematic Training for Affirmative Relationships) offers parent-child classes, parent-only classes, special family events, lectures and speakers, and a newsletter. The program, which has informal linkages with a number of community agencies, is primarily for parents of school-age children. Contact: Deatra Gabriella, South Toms River Elementary School, 419 Dover Road, South Toms River, NJ 08757; (201) 341-8855.

> ***"The principal effect of early childhood programs on children from families that historically have been at risk of school failure is on parental values, on the extent to which parents believe their children can succeed in school, and the extent to which they make that value manifest by encouraging and rewarding their children's learning."***
>
> — Irving Lazar, Cornell University

State College, Pennsylvania, Community Education offers an array of services, some home-based and some center-based. The Homemaking Consultant Program sponsors home visits, mini-classes, courses, and presentations to agencies. The Education for Parenthood program offers parent-child classes for parents and children up to 30 months of age, and parents-only classes for parents of children from preschool through high school. The Home Management Out-Reach program offers educational home visits, career counseling, and agency referrals to single parents. Both school-based and home-based services are available to parenting teens. Contact: Nancy Desmond, State College Area School District Community Education, 411 S. Fraser Street, State College, PA 16801; (814) 231-1061.

The 21st Century School-Age Child Care Program features a support and information system for parents of children from birth to age three; child care for three- and four-year-olds; half-day child care for kindergartners; before- and after-school care for elementary school children; support and training for family day care providers; and a referral service for area child care. Contact: Pat Bronfman, Independence School District, 1231 S. Windsor, Independence, MO 64055; (816) 833-3433.

Tennessee Department of Education supervises several early childhood education-parent involvement programs, including: Strengthening Kindergarten via Intervention Procedures (SKIP), an early intervention program that screens children for developmental and health-related problems; Parents As Teachers, in which career ladder teachers use the Bowdoin Method to conduct workshops for parents of preschool, kindergarten, and first grade children; the Parent Education Program for parents whose children are enrolled at the Caldwell Early Childhood Center for four-year-olds; and Classroom on Wheels, which uses two school buses, fully equipped as preschool classrooms, to provide enrichment and school readiness activities for four-year-olds and their parents. Contact: Martin Nash, Tennessee Department of Education, 141 Cordell Hull Building, Nashville, TN 37219; (615) 741-5166.

Young Family Support Component, run by the Portland, Maine, Neighborhood Foster Grandparent Program, is funded by the State of Maine United Way and ACTION. Its goal is to prevent child abuse by providing teenaged mothers with long-term support. Older women are matched with teenagers prior to the birth of a child and stay with them as long as their help is desired, visiting once a week in the young mother's home. The seniors provide friendship, counseling, and training in life skills. Contact: Nat Shed, Director, Young Family Support Component/Foster Grandparent Program, 284 Danforth Street, Portland, ME 04102; (207) 773-0202.

"It is only when and if schools can change their tradition of working alone that young children at risk will be prepared for school success."

—Barbara Bowman, Director of Graduate Studies, Erikson Institute, Chicago, in *Right From the Start.*

6 RESOURCES

Selected Readings and Videotapes

Bobbie Walden, state coordinator of the Community Education Program of the Alabama Department of Education, assisted in the development of this list.

Anchor Press, Doubleday and Company, 501 Franklin Ave., Garden City, NY 11530.

Within Our Reach: Breaking the Cycle of Disadvantage by Lisbeth B. Schorr. 1988. $19.95.

Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902; (301) 942-2443.

Childhood Education: Infancy Through Early Adolescence. Journal published five times a year. Available with membership ($40.00 professional; $30.00 associate).

Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403; (703) 549-9110.

A Resource Guide to Public School Early Childhood Programs. $11.95.

Auburn House Publishing Company, 14 Dedham Street, Dover, MA 02030-0658; 1-800-223-BOOK.

School-Age Child Care: An Action Manual. 1982. $16.95.

Bank Street College of Education, 610 West 112th Street, New York, NY 10025.

The Public School Early Childhood Study. 1988. (*The State Study*, $9.95; *The District Survey*, $5.95; *The Case Studies*, $7.95.)

Children's Defense Fund, 122 C Street NW, Washington, DC 20001.

Families in Peril: An Agenda for Social Change. $15.00.

Committee for Economic Development, 1700 K Street NW, Washington, DC 20006; (202) 296-5860.

Children in Need: Investment Strategies for the Educationally Disadvantaged. 1987. $11.55.

Council of Chief State School Officers, Resource Center on Educational Equity, 379 Hall of the States, 400 N. Capitol Street NW, Washington, DC 20001; (202) 393-8166.

Early Childhood and Family Education: Foundations for Success. 1988. Free.
A Guide for State Action: Early Childhood and Family Education. 1988. $4.00.
State Profiles: Early Childhood and Parent Education and Related Services. 1989. $30.00.

ERIC Document Reproduction Services, Computer Microfilm International Corp., 3900 Wheeler Avenue, Alexandria, VA 22304.

School-Age Child Care Parent Survey. $1.85.
School-Age Day Care Study. Final Report. $37.85.

Family Care Associates, P.O. Box 32, Cheltenham, PA 19012.

Child Care in a Family Setting: A Comprehensive Guide to Family Day Care. $17.95.

Family Resource Coalition, Suite 1625, 230 North Michigan Avenue, Chicago, IL 60601; (312) 726-4750.

Family Resource Coalition Report (newsletter three times a year) and *Family Resource Coalition Connection* (six times a year). Available with membership ($30.00 individual; $60.00 agency or organization).

Generations Together, 811 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260.

An Overview of Curricula on Aging and Intergenerational Programming for Preschool to Grade 12. An annotated bibliography. $3.00.

Harvard Family Research Project, Harvard Graduate School of Education, Longfellow Hall, Appian Way, Cambridge, MA 02138; (617) 495-9108.

Community Education as a Home for Family Support and Education Programs. 1989. $16.00.
Pioneering States: Innovative Family Support and Education Programs in Connecticut, Kentucky, Maryland, Minnesota, and Missouri. 1988. $2.50.

(The Project is compiling a national resource guide to public school-based family support and education programs. Scheduled for publication in November 1989, the guide will include profiles of 75 programs; an analysis of issues; and a comprehensive list of resources, including agencies and organizations. Contact the Harvard Family Research Project, address above, for ordering information.)

High/Scope Press, 600 N. River Street, Department 10, Ypsilanti, MI 48198.

Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19. $15.00.
Consequences of Three Preschool Curriculum Models Through Age 15. $5.00.
Extensions (newsletter on teaching and training for early childhood practitioners, six times a year). $30.00.
Getting Involved: Workshops for Parents. $15.00.
Involving Parents: A Handbook. $12.00.
The Perry Preschool Program: A Benefit Cost Analysis. $15.00.

Home and School Institute, Special Projects, 1201 16th Street NW, Washington, DC 20036; (202) 466-3633.

Families Learning Together. $10.00.
Get Smart: Advice for Teens With Babies. $5.00.
In Any Language: Parents Are Teachers. $7.00.

National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009.

Celebrating Early Childhood Teachers. Videotape, 1/2" format. $39.00.
Policy Resource - Prekindergarten Programs for 4-year-olds: State Education Agency Initiatives. $10.00.
Resource Guide - School-Age Child Care #787. $10.00.

National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314; (703) 684-4000.

Family Support and Education Programs and the Public Schools: Opportunities and Challenges by Heather B. Weiss. 1988. $4.00.
Joining Forces: A Report From the First Year. 1989. $6.00.
Right From the Start: The Report of the NASBE Task Force on Early Childhood Education. 1988. $5.00.

National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Learning Begins at Home. $4.25.

National Community Education Association, 119 North Payne Street, Alexandria, VA 22314; (703) 683-6232.

Home/School/Community Involvement. Practical strategies for schools. $12.95.

The Learning Community. An introduction to community education. $3.50.

National School Boards Association, 1680 Duke Street, Alexandria, VA 22314.

Day Care in the Public Schools. $9.00.

Parenting Press, Inc., P.O. Box 15163, Seattle, WA 98115.

Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance. 1979. $8.95.

Phi Delta Kappan Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402.

Early Childhood Education: What the Research Tells Us by L. G. Katz. (Fastback, 1988.) $.90.

Prentice-Hall, 200 Old Tappan Road, Old Tappan, NJ 07675.

The First Three Years of Life: The Revised Edition. $16.95.

You're a Better Parent Than You Think! A Common-Sense Guide to Parenting. $7.95.

Report on Preschool Programs, BPI, 951 Pershing Drive, Silver Spring, MD 20910-4464; (301) 587-6300.

Report on Preschool Programs: Biweekly Newsletter on Programs for Early Childhood Development. ($185.00 annual subscription includes first-class postage.)

School Age Notes, P.O. Box 121036, Nashville, TN 37212.

Easy-To-Do After School Activity Series Set A: Arts & Crafts; Cookbook; Holidays. $12.95.

Easy-To-Do After School Activity Series Set B: Paper Capers; Science Fun; Puppets. $12.95.

Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027.

Making Day Care Better: Training, Evaluation, and the Process of Change. $18.95.

Teachers College Record, 525 West 120th Street, New York, NY 10027.

The Care and Education of Young Children: Expanding Contexts, Sharpening Focus. Special issue of *Teachers College Record*, Spring 1989. $10.00.

Toys 'n Things Press, 906 North Dale Street, Box 03, St. Paul, MN 55103.

Parent Education for Early Childhood. $17.95.

Wellesley College, School-Age Child Care Project, Center for Research on Women, Wellesley, MA 02181.

Fairfax County Office for Children School-Age Child Care Program. 20-minute profile of a successful county-run, multi-site school-based program in Virginia. 1/2" videotape. $50.00.

Yale University Press, 92 A Yale Station, New Haven, CT 06520-7388; (203) 432-0940.

Early Schooling: The National Debate. S. L. Kagan and E. F. Zigler, editors. 1987. $24.00 hardcover, $10.95 paperback.

naeyc

The National Association for the Education of Young Children (NAEYC) is a nonprofit membership organization dedicated to improving the quality of care and education provided to our nation's young children, birth through age 8. With more than 68,000 members, NAEYC represents the largest group of early childhood professionals in the country. Nearly 20,000 early childhood professionals are expected to participate in the 1989 **NAEYC Annual Conference in Atlanta, November 2-5.**

NAEYC also administers the **National Academy of Early Childhood Programs**, a voluntary, national accreditation system for high quality early childhood programs. In addition to the bimonthly journal *Young Children*, NAEYC also publishes an extensive array of brochures, books, videos and posters, offers individualized resource information through the **Information Service**, and provides policy-related information and legislative analyses through its **Public Affairs** division. NAEYC also sponsors the **Week of the Young Child**, celebrated annually during the first week of April. Thousands of communities across the country join the festivities through a variety of events designed to focus public attention on the needs and rights of young children.

NAEYC's primary goals of improving professional practice of early childhood education and building public understanding and support for high quality early childhood programs are shared and implemented by a national network of more than 370 Affiliate Groups. For more information on how you can participate in NAEYC activities or for information regarding the Affiliate Group nearest you, contact NAEYC.

Join us in promoting high quality early childhood programs !

NAEYC offers a number of brochures specially designed to introduce parents, policy-makers, and others to key concepts concerning high quality services for children and their families. We urge you to help us in distributing these attractive, informative brochures. It's a great way to help others understand what constitutes quality services for our youngest citizens--and why good programs are so important in these critical years of development. Ordering information for some of our most popular brochures is listed on the back of this page. Why not place your order today!

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All local affiliates of the National Association for the Education of Young Children have received copies of this planning packet and background information on National Community Education Day. Call the state NAEYC affiliate listed below to get the name, address, and phone number of your local NAEYC affiliate.

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COMMUNITY EDUCATION

Community education preaches and practices three essential things:

- Education is a lifelong process.
- Everyone in the community – individuals, businesses, public and private agencies – has a stake in the mission of educating the children of the community.
- Citizens have a right and a responsibility to be involved in deciding how the community's educational resources should be used.

Community education promotes:

- Education programs for learners of all ages, backgrounds, and needs.
- Use of community resources in the kindergarten-through-12th-grade curriculum.
- Citizen involvement in community problem solving and decision making.
- Full use of school facilities.
- Partnerships between schools and community agencies to address together the needs of the community.

These things must happen before a community can begin to change a traditional school system into a community education system:

- Professional educators must support the idea that schools should serve the total community and must be willing to have citizens involved in the schools in a variety of ways.
- Community leaders and citizens must be supportive of the community education idea.
- A process must be established for involving community representatives in the identification of community needs and the mobilizing of community resources to meet those needs.
- Community policy makers (school and non-school, elected and non-elected) must endorse the basic concept of community education.

SOURCE: *The Learning Community* by Mary Richardson Boo and Larry E. Decker. Alexandria, VA: National Community Education Association, 1985.

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